



# Centerville Elementary

Composite School Plan  
2019-2020

Principal Dan Hansen

## PURPOSE

### DISTRICT VISION

Davis School District provides an environment where growth and learning flourish.

### DISTRICT MISSION

Educators, parents, and community members work together to create a successful educational experience for each student.

*A copy of Davis School District's Strategic Plan is included at the end of this document.*

### SCHOOL PURPOSE

The purpose of Centerville Elementary is to promote the mission of learning first for all. To accomplish our purpose we will provide an encouraging, positive environment where enthusiasm for learning prevails, where collaboration occurs on all levels, where creativity and diversity are celebrated, where success occurs in academic and preparing students for all facets of the future.



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## DESCRIPTION OF THE SCHOOL

### COMMUNITY

Our school is located in Centerville, Utah in a suburban residential area. We are predominantly middle income, single-family dwellings, with very few apartments, which leads to a very stable population.

### STUDENT BODY

Centerville Elementary is a Pre-k through sixth grade school. We have 435 students in our school with 87% of our student population identified as being Caucasian. Our special education students comprise about 17% of our enrollment and 21% of our students are economically disadvantaged.

### STAFF

Centerville Elementary currently has a principal, administrative intern, 17 certified teachers, as well as more than 30 classified employees that includes office personnel, custodians, paraprofessionals, teacher assistants, and support staff.

### SCHOOL CULTURE

All students at Centerville Elementary achieve high academic and behavioral standards. Cooperation from parents and other community members make Centerville Elementary a wonderful place to be. Centerville has many sub-cultures that positively affect students, teachers, and administrators. Some of the sub-cultures include: preschool, special needs students, resource students, gifted and talented students, orchestra, PTA parent volunteers, student council members, and skilled certified/endorsed employees. The dynamics of these sub-cultures create a thriving environment of learning, growth, and individual development, which continues to be molded and shaped today.

### UNIQUE FEATURES & CHALLENGES

Centerville Elementary School is a school of empowerment. Our “learning first” philosophy supports our district strategic plan for excellence in education. We incorporate our school rules by making good choices, respecting self, and others, being responsible, and implementing safety procedures. We have a preschool program at Centerville Elementary and a Gifted and Talented program (Spectrum). The Spectrum Program allows for children all over the school district to attend our school. The lack of centrality with our student population affects our school’s volunteering, PTA organization, and social dynamics.

## ADDITIONAL INFORMATION

Centerville Elementary has implemented several after school Lego clubs (MindStorms, FFL Lego League Programs, We-do Robotics, and Simple Machines). Our school also houses a preparation class called Project 21 that focuses on developing 21st Century learning skills in our students. These programs support students in exploring the field of engineering and robotics. This provides opportunities in the areas of math and science, which directly affects our school improvement goals. To keep our school balanced, we also address the arts through our annual school play, after school art program and a school choir program.

## NEEDS ANALYSIS

### NOTABLE ACHIEVEMENTS

Centerville Elementary increased the number of proficient students in language arts, math, and science as measured by the SAGE assessment in the 2017-2018 school year. We frequently have representation in district and state-level sponsored events such as the Geography Bee, Spelling Bee, STEM Fair, History Fair, Reflections Contest, and Martin Luther King Jr. Speech Contest. Many of our students also participate in and place in Math/Science Olympiad and Decathlon events as well.

### AREAS OF RECENT IMPROVEMENT

Our school achieved a measured growth progress (MGP) of at least 60 across all standardized testing areas (math, language arts, and science) as measured by the SAGE assessment in the 2017-2018 school year. This growth is indicative of the professional contributions that our school staff have made to implement personalized learning here at our school.

### AREAS OF NEEDED IMPROVEMENT

As Centerville Elementary moves our instructional practices towards a more personalized learning environment at our site, our school must increase the variety of classroom furniture, software programs, and the frequency of providing targeted small-group instruction for our students.

## PRIOR YEAR STATUS REPORT

### REPORT PROGRESS ON PRIOR YEAR (2017-2018) SCHOOL IMPROVEMENT PLAN

#### **Prior Year Goal #1:**

Increase the percent of K-3 students scoring “at/above benchmark” on middle of year DIBELS by 2% (from 80% to 82%).

- Met Goal *(comments optional)*
- Did Not Meet Goal *(comments required)*

Comments:

After assessing our K-3 students at the beginning of the year, it was determined that this group of students was the lowest performing group that we have had in the last 4 years. Consequently, we have made progress, but according to the middle of year DIBELS benchmark, only 74% of our K-3 students are “at/above benchmark.”

#### **Prior Year Goal #2:**

In the area(s) of mathematics, students will earn a 55-median growth percentile (MGP) score. The goal will be achieved by May of 2016 and measured by the MGP reported on the PACE Report.

- Met Goal *(comments optional)*
- Did Not Meet Goal *(comments required)*

Comments:

Our school achieved a 60 MGP in mathematics.

#### **Prior Year Goal #3:**

Centerville Elementary will provide an opportunity for teachers to participate in at least 1 of 3 activities that will target the professional development of staff members. This may include a series of teacher observations and collegial discussions that occurs during the year, a teacher-created, open-ended survey that will be submitted to both students and parents, or teachers may choose to have school administration video-record their teaching practices and through a guided reflection after the observation, identify effective teaching strategies.

- Met Goal *(comments optional)*

Did Not Meet Goal (*comments required*)

Comments:

## CURRENT YEAR PROGRESS REPORT

### REPORT PROGRESS ON CURRENT YEAR (2018-2019) SCHOOL IMPROVEMENT PLAN

#### Current Year Goal #1:

80% of parents will respond to 4 out of 5 statements with “agree” or “strongly agree” on a parent survey about the successful implementation of personalized learning teaching strategies. The goal is to increase test scores for reading and mathematics. The measurement is the information received by using the IXL software program and surveying parents

- Progressing according to plan
- Not progressing according to plan

Comments (optional):

Centerville Elementary sent out a preliminary survey in November to gain feedback on how the parents were feeling about the school's implementation of personalized learning strategies. This survey data was communicated to teachers to help them target specific strategies that they can improve. The school plans to send out the final survey in April.

#### Current Year Goal #2:

In the 2017-18 school year, K-3 classrooms cumulatively had 66% of their students making typical, above typical, or well-above typical progress as measured by Pathways of Progress MOY DIBELS data. Our goal is to increase the percentage of K-3 students making typical, above typical, or well-above typical progress on the MOY benchmark to 70%.

- Progressing according to plan
- Not progressing according to plan

Comments (optional):

According to our data, we have achieved our goal of increasing the percentage of K-3 students who make typical, above typical, or well-above typical progress on the MOY benchmark. Our goal was 70% and our school achieved 71%.

#### Current Year Goal #3:

Centerville Elementary will provide an in-house professional development opportunity for teachers to participate in at least 1 of 3 activities that will target the professional development of staff members. This may include classroom observations that occur at

Centerville Elementary or another neighboring school in the Davis School District followed by discussions centered on what was observed, a teacher-created, open-ended survey that will be submitted to both students and parents, or teachers may choose to have school administration video-record their teaching practices and through a guided reflection after the observation, identify effective teaching strategies.

Progressing according to plan

Not progressing according to plan

Comments (optional):



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## LAND TRUST FUNDING PROJECTIONS

### CALCULATE UPCOMING YEAR LAND TRUST FUNDING PROJECTIONS

A – Carryover funds from 2017-2018.....	\$1,799.00
B – Allocated new funds for 2018-2019 .....	\$49,012.00
C – Total Budget for 2018-2019.....	\$50,811.00
D – Projected spending during 2018-2019.....	\$48,776.00
E – Expected carryover from 2018-2019 to 2019-2020 .....	\$2,035.00
F – Projected new funding for 2019-2020 .....	\$48,747.00
<b>G – Total projected funding for 2019-2020 .....</b>	<b>\$50,782.00</b>

## GOALS AND PLANNED ACTIONS/RESOURCES

### GOAL #1:

After receiving Community Council and parent input, Centerville Elementary School would like to demonstrate our focus and commitment to the Arts programs in our school. For this reason, the Community Council would like to set aside funds to pay the salary of a part-time art aide for the 2019-2020 school year and convert the school's STEM preparation specialist class into a STEAM (Science, Tech, Engineering, Arts, and Math) Prep Class. Parents, community members, and other school stakeholders will have the opportunity to watch every student (K-6) showcase their musical knowledge acquired during the STEAM prep at a special program held at the end of the school year. It will be the school's goal to have 80% of Centerville Elementary parents rate statements regarding the school's commitment to Arts programs as either agree or strongly agree as measured on a rating scale.

#### District Strategic Plan Area:

- Student Growth & Achievement
- Empowered Employees
- Safety & Security
- Fiscal Responsibility
- Parent & Community Connections
- Culture

#### Academic area(s) addressed by the goal:

- Reading
- Technology
- Social Studies
- Mathematics
- Science
- Health
- Writing
- Fine Arts
- World Languages

#### Measures to determine progress/successful completion of the goal

Survey

Utilize a survey to determine how confident students have become in making friends, managing emotions, solving problems, and dealing with peer pressure. All of which will help students improve their academic performance, school culture, and mental health.

#### Action Plan:

Step #1: Hire an art aide who can work with 50% of the students in each classroom while the classroom teacher conducts targeted small group interventions with the other

students. Provide a stipend to our STEAM teacher to organize an end-of-year musical celebration program.

Step #2: Purchase art supplies and musical instruments for the program.

Step #3: Administer a survey in March to gather data on parents' perceptions and attitudes about whether the school demonstrates a strong enough commitment to Arts programs.

During the 2019-20 school year, Centerville Elementary will implement a Student Council program, a Jr. Hope Squad program, and a new Social-Emotional Learning (SEL) program called

Second Step in an effort to improve the school's overall academic achievement, behavior climate, and abilities of students to make friends, manage their emotions, solve problems, and deal with peer pressure. It will be the school's goal to have 80% of Centerville Elementary students rate their attitudes and beliefs about making friends, managing emotions, solving problems, and dealing with peer pressure as either confident or extremely confident as measured on a rating scale.

Step #1: Purchase the Second Step Program for the entire school and provide teachers with PD regarding the Second Step program with the support of the school counselor, Student Council advisor, Jr. Hope Squad advisor and school administration.

Step #2: Implement the Jr. Hope Squad program and train students to help with the implementation of the program under the direction of the Jr. Hope Squad advisor(s).

Step #3: Implement the Student Council program and train students to help with the implementation of the program under the direction of the Student Council advisor(s).

Step #4: Administer a pre-assessment survey in September to gather baseline data on students' attitudes and beliefs about making friends, managing their emotions, solving problems, and dealing with peer pressure.

Step #5: Provide school staff with PD opportunities to learn or apply SEL knowledge and strategies in various settings throughout the year.

Step #6: Administer a post-assessment survey in March to gather data on students' attitudes about making friends, managing their emotions, solving problems, and dealing with peer pressure. The post-assessment data will be compared with the pre-assessment data and will be measured for growth.

**Will LAND Trust funds be used to support the implementation of this goal?**

Yes *(complete the budget sections below)*

No (*skip the budget sections below*)

**Does this action plan include behavioral/character education/leadership efforts?**

Yes (*answer the next question*)

No (*skip the next question*)

**Explain how these efforts directly affect student achievement.**

When students develop skills making friends, managing emotions, solving problems, and dealing with peer pressure, it allows for students to focus on developing academic skills. This is supported by research that is available <https://casel.org/guide/ratings/elementary/>.

Planned LAND Trust Expenses for Goal #1

<b>Budget Category</b>	<b>Expenditures</b> <i>Behavior, Character Education, Leadership</i>	<b>Expenditures</b> <i>Academic</i>	<b>Description</b>
Salaries & Benefits	\$1000.00	\$4500.00	Art aide (1)and music program advisor(1) Stipend for Jr. Hope Squad advisor(s) and Student Council advisor(s)
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$6000.00	\$2000.00	Art Supplies and musical instruments, SEL Second Step Program, training for student council and Jr. Hope Squad students, and other program supplies
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Equipment	\$	\$	

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<b>Budget Category</b>	<b>Expenditures</b> <i>Behavior, Character Education, Leadership</i>	<b>Expenditures</b> <i>Academic</i>	<b>Description</b>
<b>Total</b>	<b>\$7000.00</b>	<b>\$6500.00</b>	

**GOAL #2:**

In the 2018-19 school year, K-3 classrooms cumulatively had 71% of their students making typical, above typical, or well-above typical progress as measured by Pathways of Progress MOY Acadience Reading (formally known as DIBELS) data. Our goal is to increase the percentage of K-3 students making typical, above typical, or well-above typical progress on the MOY benchmark to 73%

**District Strategic Plan Area:**

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Student Growth & Achievement | <input type="checkbox"/> Empowered Employees   |
| <input type="checkbox"/> Safety & Security                       | <input type="checkbox"/> Fiscal Responsibility |
| <input type="checkbox"/> Parent & Community Connections          | <input type="checkbox"/> Culture               |

**Academic area(s) addressed by the goal:**

- |   |                                     |  |
|---|-------------------------------------|--|
| <input checked="" type="checkbox"/> Reading | <input type="checkbox"/> Technology | <input type="checkbox"/> Social Studies  |
| <input type="checkbox"/> Mathematics        | <input type="checkbox"/> Science    | <input type="checkbox"/> Health          |
| <input type="checkbox"/> Writing            | <input type="checkbox"/> Fine Arts  | <input type="checkbox"/> World Languages |

**Measures to determine progress/successful completion of the goal**

Pathways of Progress MOY Acadience Reading (formally known as DIBELS) data

**Action Plan:**

Step #1: Ensure K-3 teachers are trained on how to give the Core Phonics Inventory Assessment and how to progress monitor using MClass.

Step #2: Give each child in K-3 classrooms the Core Phonics Inventory Assessment within the first 3 weeks of school as a BOY assessment.

Step #3: Hire classroom aides and substitutes for classroom assessment support. Utilize classroom aide support to facilitate small-group targeted instruction led by the classroom teacher. Utilize classroom substitutes to allow classroom teachers to administer the Acadience Reading Assessments.

Step #4: Purchase Waterford software licenses for students. Allow Kindergarten teachers to prescriptively utilize Waterford to supplement targeted instruction while simultaneously sponsoring Waterford as a free computer adaptive resource for incoming Kindergarten students.

Step #5: Prescriptively give students in K-3 classrooms the Core Phonics Inventory Assessment within the first 3 weeks coming back from Winter Break as a MOY assessment.

Step #6: Progress Monitoring Data will be emailed to the Language Arts Coach and to the school principal each week for analysis and recommendations

**Will LAND Trust funds be used to support the implementation of this goal?**

Yes (*complete the budget sections below*)

No (*skip the budget sections below*)

**Does this action plan include behavioral/character education/leadership efforts?**

Yes (*answer the next question*)

No (*skip the next question*)

**Explain how these efforts directly affect student achievement.**

Planned LAND Trust Expenses for Goal #2

<b>Budget Category</b>	<b>Expenditures</b> <i>Behavior, Character Education, Leadership</i>	<b>Expenditures</b> <i>Academic</i>	<b>Description</b>
Salaries & Benefits	\$	\$10740.00	Subs for student assessment support(4 full-days per teacher), Classroom aides(total of 19.5 hours weekly)
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$2,695.00	Waterford Software for Kindergarten
Textbooks	\$	\$	
Library Books	\$	\$	

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<b>Budget Category</b>	<b>Expenditures</b> <i>Behavior, Character Education, Leadership</i>	<b>Expenditures</b> <i>Academic</i>	<b>Description</b>
Software	\$	\$	
Equipment	\$	\$	
<b>Total</b>	<b>\$</b>	<b>\$13435.00</b>	



**GOAL #3:**

In the 2018-19 school year as measured by end-of-year standardized testing, 58% of Centerville Elementary's students in grades 3-6 classrooms achieved proficiency in language arts. For the 2019-2020 school year, our goal is to increase the percentage of proficient 3-6 students in language arts to 60% as measured by end-of-year standardized testing.

**District Strategic Plan Area:**

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Student Growth & Achievement | <input type="checkbox"/> Empowered Employees   |
| <input type="checkbox"/> Safety & Security                       | <input type="checkbox"/> Fiscal Responsibility |
| <input type="checkbox"/> Parent & Community Connections          | <input type="checkbox"/> Culture               |

**Academic area(s) addressed by the goal:**

- |   |                                     |  |
|---|-------------------------------------|--|
| <input checked="" type="checkbox"/> Reading | <input type="checkbox"/> Technology | <input type="checkbox"/> Social Studies  |
| <input type="checkbox"/> Mathematics        | <input type="checkbox"/> Science    | <input type="checkbox"/> Health          |
| <input type="checkbox"/> Writing            | <input type="checkbox"/> Fine Arts  | <input type="checkbox"/> World Languages |

**Measures to determine progress/successful completion of the goal**

RISE ELA Assessment

**Action Plan:**

Step #1: Ensure 3rd -6th grade teachers are trained on how to give the Reading Inventory (RI) Assessment, Core Phonics Inventory, and how to progress monitor with DIBELS where necessary.

Step #2: Hire classroom aides to support and facilitate small-group targeted instruction led by the classroom teacher.

Step #3: Purchase RI software assessment licenses and Newsela Pro software to help teachers differentiate instruction and collect actionable, real-time data that will facilitate personalized learning strategies.

Step #4: Purchase GoGuardian software that protects and guides students as they navigate online programs and resources that supplement their language arts instruction.

**Will LAND Trust funds be used to support the implementation of this goal?** Yes (*complete the budget sections below*) No (*skip the budget sections below*)**Does this action plan include behavioral/character education/leadership efforts?** Yes (*answer the next question*) No (*skip the next question*)**Explain how these efforts directly affect student achievement.**

## Planned LAND Trust Expenses for Goal #3

<b>Budget Category</b>	<b>Expenditures</b> <i>Behavior, Character Education, Leadership</i>	<b>Expenditures</b> <i>Academic</i>	<b>Description</b>
Salaries & Benefits	\$	\$8500.00	Classroom Aide (19.5 hours weekly)
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$	
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$7250.00	RI licenses(\$500), Newsela Pro(\$4500), Go Guardian(\$2250)
Equipment	\$	\$	
<b>Total</b>	<b>\$</b>	<b>\$15,750.00</b>	

**GOAL #4:****District Strategic Plan Area:**

- |   |  |
|---|--|
| <input type="checkbox"/> Student Growth & Achievement   | <input type="checkbox"/> Empowered Employees   |
| <input type="checkbox"/> Safety & Security              | <input type="checkbox"/> Fiscal Responsibility |
| <input type="checkbox"/> Parent & Community Connections | <input type="checkbox"/> Culture               |

**Academic area(s) addressed by the goal:**

- |                                      |                                     |  |
|--------------------------------------|-------------------------------------|--|
| <input type="checkbox"/> Reading     | <input type="checkbox"/> Technology | <input type="checkbox"/> Social Studies  |
| <input type="checkbox"/> Mathematics | <input type="checkbox"/> Science    | <input type="checkbox"/> Health          |
| <input type="checkbox"/> Writing     | <input type="checkbox"/> Fine Arts  | <input type="checkbox"/> World Languages |

**Measures to determine progress/successful completion of the goal****Action Plan:****Will LAND Trust funds be used to support the implementation of this goal?**

- Yes (*complete the budget sections below*)
- No (*skip the budget sections below*)

**Does this action plan include behavioral/character education/leadership efforts?**

- Yes (*answer the next question*)
- No (*skip the next question*)

**Explain how these efforts directly affect student achievement.**

## Planned LAND Trust Expenses for Goal #4

<b>Budget Category</b>	<b>Expenditures</b> <i>Behavior, Character Education, Leadership</i>	<b>Expenditures</b> <i>Academic</i>	<b>Description</b>
Salaries & Benefits	\$	\$	
Prof. Services	\$	\$	
Repairs & Maint.	\$	\$	
Printing	\$	\$	
Transportation/Travel	\$	\$	
General Supplies	\$	\$	
Textbooks	\$	\$	
Library Books	\$	\$	
Software	\$	\$	
Equipment	\$	\$	
<b>Total</b>	<b>\$</b>	<b>\$</b>	

## ADDITIONAL LAND TRUST QUESTIONS

### SUMMARY OF PLANNED EXPENDITURES

- H – Projected new funding for 2019-2020 ..... \$48,747.00
- I – Total projected funding for 2019-2020 .....\$50782.00
- J – Total planned expenditures for 2019-2020 .....\$42685.00
- K – Planned carryover into 2020-2021 ..... \$8097.00
- L – Is planned carryover more than 10% of projected new funds?

- Yes
- No

### PLAN FOR CARRYOVER IN EXCESS OF 10% *(Skip if answer to prior question was “No”)*

We have a goal to use the money but it was not approved prior to going to the board. It will be address as soon as we meet again.

### PLAN FOR LARGER THAN PROJECTED DISTRIBUTION

If the school receives more than the projected funding, the school will spend the money on additional computer adaptive software to assist teachers in implemeting personalized learning strategies to address goals #3 and #4.

### PLAN FOR SHARING THE SCHOOL LAND TRUST PLAN WITH THE COMMUNITY

- Letters to policy makers
- School newsletter
- Labels to identify LAND Trust purchases
- School website
- School assembly
- School marquee

## **SCHOOL COMMUNITY COUNCIL APPROVAL**

Date of council approval vote: **3/20/2019**

Number who approved: **12**

Number who did not approve: **0**

Number who were absent or abstained: **2**

# Davis School District – Strategic Plan

## LEARNING FIRST!

### VISION

Davis School District provides an environment where growth and learning flourish.

### MISSION

Educators, parents, and community members work together to create a successful educational experience for each student.

### OUR PLAN

#### CULTURE

*Davis School District promotes a healthy, respectful, and collaborative culture.*

- Teach and model personal accountability
  - Promote a growth mindset
  - Create an environment of respect
- Demonstrate exemplary customer service from all employees

#### STUDENT GROWTH & ACHIEVEMENT

*Davis School District provides an innovative, relevant, well-rounded education for each student.*

- Focus on individual student growth and achievement
  - Provide well-rounded curriculum including character and life skills
  - Encourage creative, evidence-based programs and teaching strategies
- Use technology to enhance and personalize student learning

#### PARENT & COMMUNITY CONNECTIONS

*Davis School District develops connections with parents and community.*

- Recognize parents as the student's first teacher
- Create multiple means of communication with all stakeholders
- Include parents as a vital part of the decision-making process
- Foster productive partnerships with business and community groups

PARENT & COMMUNITY CONNECTIONS



#### EMPOWERED EMPLOYEES

*Davis School District employees are valued, supported, and appreciated.*

- Attract, retain, recognize, and reward quality employees
- Ensure employees are provided opportunities for input and participation in the decision-making process
- Develop and support effective leadership across all employee groups
- Provide and encourage quality professional learning

EMPOWERED EMPLOYEES

#### FISCAL RESPONSIBILITY

*Davis School District provides for oversight and efficient use of public and private funds.*

- Provide internal and external oversight
- Provide ongoing training in fiscal management
  - Operate finances with transparency
  - Align fiscal resources with Board goals.

FISCAL RESPONSIBILITY

#### SAFETY & SECURITY

*Davis School District creates an environment where physical and emotional safety are paramount.*

- Provide safe and secure physical spaces
- Value stakeholder voices
  - Foster a welcoming environment
- Establish and communicate safety protocols

SAFETY & SECURITY